



UUC members discussed a disconnect across disciplines concerning what we mean by “social justice” and the extent to which faculty / students are able to see their work as connected to this (sometimes slippery / amorphous) term. This is a disconnect experienced in many disciplines and programs at SLU, and it affects both students and faculty. Bill Rehg suggested that the term “social justice” might sometimes be modified in ways that help multiple audiences see a connection between their own investments and the SLU mission. “Social impact,” for instance. Or asking, “what good do you want to do through your research / teaching / expertise?”

Similarly, the UUC might need to discuss other key words that frame Jesuit pedagogical commitments to think through how to spark conversations about how SLU’s Jesuit mission dovetails with other kinds of social justice movements and other religions. We need to build a core that highlights authentic connections and productive tensions between and among faith traditions, disciplines, social commitments in order to broaden our audience (enrollment) and create coalition (retention).

Emily Lutenski observed that her own field, American Studies, is interdisciplinary and integrative by nature, so the “center of our field is method.” This observation felt useful in thinking about a core architecture that is “articulate,” whose overarching and visible methodology is as or more important than any discrete architectural element.

10:15-10:45pm: Discussion of AACU documents and chapters 1-2 of *The Undergraduate Experience* (2016):

AACU: “Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches” (2016); LEAP: “An Introduction to LEAP: Liberal Education & America’s Promise” (on High Impact Practices [HIPs] and General Education Maps and Markers Principles of Educational Design [GEMs])

UUC discussed overlap between current best practices in General Education design as articulated by AACU and AJCU.

Both place service learning, community engagement, common intellectual experiences and integrative course design at the center of their sense of “high impact practices.”

Difference is that AACU has METRICS to show impact.

UUC observed that when *The Undergraduate Experience* offers discussion questions at the end of chapters (for instance, p. 42-42, questions about ch. 2, “Learning Matters”) we might substitute “the core” for “your” to best focus our discussions of this book throughout the summer. For instance, “Where is integrative learning most likely to occur at your campus? What could *the core* do to support more integrative learning for students, faculty and staff?”

10:45-11: Break

11-12pm: Sub-committee work on researching best practices: Peer Core Budget and Resources; Peer Core Assessment; Peer Core Curricula; Peer Core Operationalization and Implementation.

12pm: Adjourn